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ABSTRACT

The number of instructors in the Evening Colleges on the three Los Rios District campuses has grown from 550 in fall 1972 to 954 in fall 1975, a 73 percent increase. Of these instructors, there has been a 137 percent increase in the hiring of part-time instructors drawn from off-campus sources. Meanwhile, the percentage of full-time day faculty supplementing their incomes by teaching additional classes at night has remained fairly constant, at about 46 percent. In fall 1975, the revenues generated by the Evening College instructors represented 30 percent of the Los Rios District's total revenues. Evening instructors, however, received only 15 percent of the total salaries paid. Added to the salary inequities are these: part-time instructors cannot participate as fully as full-time instructors in the governance of the college, day instructors already teaching full-time have first choice of evening and outreach classes, and part-time instructors receive neither step increments reflecting years of service nor fringe benefits for their participation in committee work, curriculum development, counseling, department meetings, etc. Recommendations for solving inequities are made, and data on evening and part-time faculty are organized into tables. (NHM)

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THE PART-TIME INSTRUCTOR IN THE LOS RIOS DISTRICT AN ANALYSIS

by

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Presented to

The Los Rios Board of Trustees

March 3, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A. INTRODUCTION

We believe that serious problems have developed in the Los Rios District because of the rapid expansion of the evening/outreach programs in the past six years. This presentation will attempt to put these problems into perspective, to provide some answers as to why they have developed, and to present what we think are possible solutions. We don't think that the solutions will be easy ones, nor that we have a monopoly on them; they will come about only by honest and rigorous thinking by all members of the Los Rios Community. We feel that they can and must be solved and that the tenor of the institution -- its values, goals, direction -- are at stake. With these sobering thoughts in mind, we shall begin.

B. THE GROWTH OF THE EVENING COLLEGES

Over the past six years, the Evening Colleges on the three Los Rios campuses have been growing at an unprecedented rate. Chart 1 (see page 2), which reveals how many part-time and full-time instructors have been teaching for the District since 1970, testifies to this significant increase. While the numbers of daytime instructors have increased by twelve percent, the increase in the numbers of part-time instructors has been 480 percent. Put another way, the utilization of part-time

Fall '70 CHART 1
Full-Time & Part-time Instructors, Los Rios District
Credit & Non-Credit Classes

F		full-time	part-time	% part/total
Fall	'70	537	115	22%
	'71	560	180	24%
	'72	614	201	32%
	'73	590	176	32%
	'74	606	486	37%
	'75	622	660	52%
% increase 1970-75		12%	450%	

faculty has increased almost 40 fold over that of full-timers.

While this increase in the numbers of part-time instructors is impressive, it still does not give us a complete picture of the numbers of evening college teachers. (Actually many evening college instructors teach during the day in the outreach programs). Many day instructors (termed "on-campus instructors") have traditionally supplemented their income by teaching additional classes at night, even though at a reduced rate of compensation in terms of their day employment. Chart 2 (see page three) reveals that last fall approximately 45 percent of the daytime staff taught at night. It also gives

CHART 2

Total Evening Extension Instructors

		Minimum	All Courses	Enrollment
Full	'72	204	281	5561
	'73	216	276	4921
	'74	251	404	7181
	'75	285	498	9541
% Increase 1972-75		69	177%	7878

as the total number of instructors employed on eighth day through the outreach programs. Again we are faced with a startling statistic: over the past four years, evidence has been a 73 percent increase in the number of instructors teaching at night.

What is the significance of these statistics? We would like to make two observations. One is that a sizable half of the full-time instructors in the District is now working as overlaid at a time when there are significant numbers of unemployed or underemployed teachers.[1] In addition, the District gives full-time first shuttle of classes at night. While we recognize that there are educational justifications for this practice, we feel that the District needs to re-examine this policy in light of the fact that many part-timers exist over work. In addition, we would encourage our day colleagues to re-examine their

[1]An underemployed teacher is defined as one who does part-time job or jobs do not equal a full-time job.

[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
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1. integration of the day and evening colleges. This would allow part-timers to participate in the governance of the colleges more fully and to contribute their talents and abilities in this respect. For example, this integration will enable part-timers to plan for student progress as to curriculum, teaching methods, textbooks, etc., give them an opportunity and a place to meet with their students, and give them greater access to classroom materials, office supplies, and equipment, and clerical assistance.

2. priority status for part-time instructors now working with the District. This concept means that part-timers have first choice of classes at night and in the outreach programs. (The education code states that no instructor can have more than 100% tenure in the same District). If additional sections of a class are created or a class is newly established, part-timers would also be given first choice of these classes. Gradually many part-timers would be phased into full-time employment bringing both continuity and stability to the evening program.

3. revision of the evening salary schedule. We recommend that the evening salary schedule give credit for each year of service (step increments) and that experience outside the District be recognized by placement on this salary schedule.

4. fringe benefits for those who are underemployed or whose sole employment is with the District. Many of these instructors are already performing the same ancillary duties (committee work, curriculum development, counseling, participation in department meetings and faculty senates, etc) as full-timers do. We believe that these additional responsibilities merit the same benefits full-time instructors receive.

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